DOCUMENT RESUME

ED 451 920 PS 029 380

AUTHOR	Thompson, Anne, Ed.
TITLE	Hours of Risk or Opportunity? The State of School-Age Care in Arizona.
INSTITUTION	Children's Action Alliance, Phoenix, AZ.
SPONS AGENCY	Arizona Governor's Office for Children, Phoenix.; Arizona School-Age Coalition, Phoenix.
PUB DATE	2001-02-00
NOTE	55p.
AVAILABLE FROM	Children's Action Alliance, 4001 North 3rd Street, Suite 160, Phoenix, AZ 85012. Tel: 602-266-0707; Fax: 602-263-8792; e-mail: caa@azchildren.org; Web Site: http://www.azchildren.org.
PUB TYPE	Reports - Descriptive (141) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*After School Programs; Early Childhood Education; Latchkey Children; Needs Assessment; *Program Descriptions; Program Design; Recreational Programs; *School Age Day Care
IDENTIFIERS	*Arizona; *Child Care Needs

ABSTRACT

With a growing number of families with both parents in the workforce, there is a continuing struggle to find child care for school-age children during the out-of-school hours: before and after school, summers, and holidays. This report provides an overview of the need for school-age care in Arizona and highlights the state's major program providers (licensed and certified school-age programs, 21st Century Community Learning Centers, parks and recreation programs, school programs, and additional programs/activities). The report also provides examples of out-of-school child care needs assessments and program inventories developed and undertaken in other states and localities, and identifies key questions and issues that should be addressed as part of a more systematic needs assessment of school-age care. The report's appendices present additional resources, a summary of school-age care licensing requirements, a 21st Century Community Learning Center program summary table, a parks and recreation department program summary table, a site list of Boys and Girls Clubs of Arizona, and an Oregon needs assessment sample survey. (EV)

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HOURS OF RISK OR OPPORTUNITY?

The State of School-Age Care in Arizona

A Report
by
Children's Action Alliance
for the
Arizona School-Age Coalition

February 2001

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ACKNOWLEDGEMENTS

Children's Action Alliance would like to thank Annemarie Avanti and the members of the Arizona School-Age Coalition, Kate Schmidt of Child & Family Resources, Inc., Floyd Godfrey of KidsZone (City of Tempe), and Vicki Catlett-Newby of Paradise Valley School District Community Education, who provided assistance in identifying and exploring the issue of school-age care.

We also would like to thank Susan Wilkins of the Association for Supportive Child Care; Barbara Robey of the Arizona School Boards Association; Debbie Dillon of the City of Phoenix; Patty Merk of the University of Arizona, Cooperative Extension; Bonnie Lowney of Child Care Resource & Referral; Jakob Raskob of Child & Family Resources, Inc.; Carol Kratz of the Maricopa Association of Governments; Kate O'Riley of Pima County; Connie Shorr of the Department of Economic Security; Janet Regner of Jamieson and Gutierrez for the Boys and Girls Clubs of Arizona; school districts across the state; and city and county parks and recreation departments for their assistance in providing information on school-age children and out-of-school programs.

We would like to thank Michael J. Lopez for his invaluable assistance collecting data from parks and recreation departments and providing background information on the need for school-age care. Mr. Lopez's contribution was made possible by a fellowship grant from the Harvard Club of Phoenix.

And finally, we would like to thank Anne Thompson for her generous editing assistance.

This report has been supported through a commission from AZSAC with grant funds from the Governor's Division for Children. These funds are federal Child Care Development Grant dollars.

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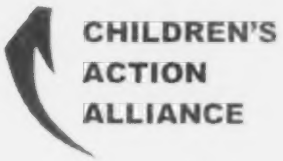

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CAA is a non-profit, non-partisan research, education and advocacy organization dedicated to promoting the well-being of all of Arizona's children and families. Through research, publications, media campaigns and advocacy, CAA acts as a strong and independent voice for children.

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AZSAC was founded to promote and develop high quality care for children and youth during their out-of-school time. AZSAC strives to serve all stakeholders in school-age care in Arizona by providing leadership, coordination, planning, research, information, advocacy, training and accreditation assistance.

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INTRODUCTION

With a growing number of families with two parents in the workforce, there is a continuing struggle to find child care for school-aged children during the out-of-school hours – before and after school, summers, and holidays. Across the nation, three of four mothers with school-age children are employed, and two-thirds of them work full-time. Too many of these children have no supervision when school is out of session. According to the U.S. Bureau of Census, 18 percent of children ages 5 to 14 spent some time in self-care on a regular basis in 1995. About 9 percent of children ages 5 to 11 and 41 percent of children ages 12 to 14 reported being home alone on a regular basis. Even those children with a regular plan of activities in the after-school hours may not be in a safe, high quality environment. Research indicates that how children spend their out-of-school time can affect – positively or negatively – academic achievement, socialization skills, delinquency, and self-esteem.

The activities and programs school-age children do participate in are often a complex set of shifting arrangements depending on program availability and affordability. These arrangements include spending time with family members or friends, in school-based programs, sports activities, lessons or tutoring, child care agencies, YMCAs, Boys and Girls Clubs, churches, libraries, and a myriad of other programs.

There were about 724,000 children between the ages of 5 and 14 in Arizona in 2000. Little comprehensive information is known about how they spend their out-of-school time. How many of these children need after-school programs? What kind of programs are available for them? How can we ensure that all school-age children who need a constructive activity during the non-school hours can find one?

This report provides an overview of the need for school-age care and the major program providers in Arizona. This report also describes examples of needs assessments and program inventories developed and undertaken in other states and localities. Finally, this report identifies key questions and issues that should be addressed as part of a more systematic needs assessment of school-age care.

While this report provides summary information about school-age care, it is only a first step in understanding the need for programs for school-age children in Arizona. Because there is no centralized, detailed information about how Arizona children spend their out-of-school hours, we can only broadly estimate the need for care. To better understand the state of school-age care and to develop specific action plans in specific locations, more detailed information is needed.

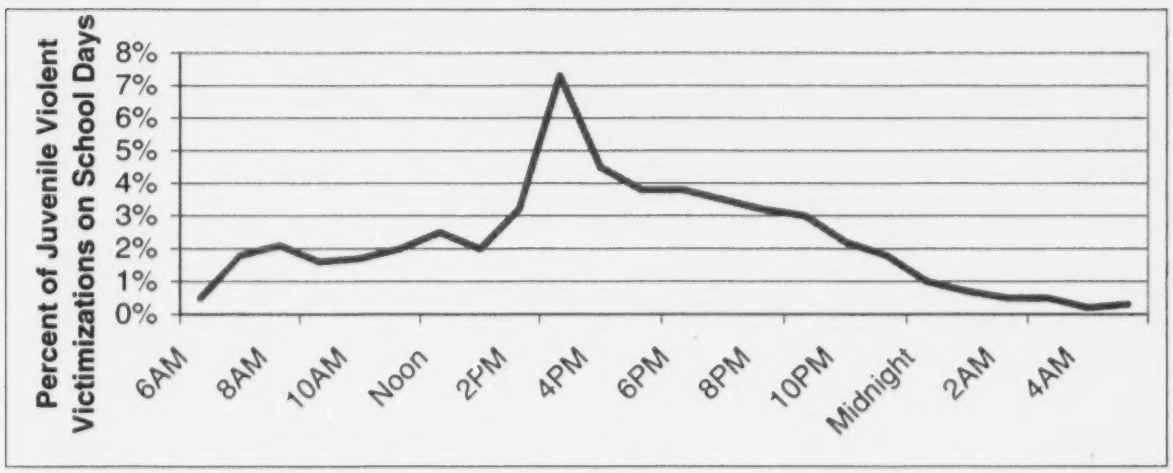
THE IMPORTANCE OF ACTIVITIES FOR SCHOOL-AGE CHILDREN

Programs and activities for school-age children during non-school hours help their parents remain employed. They also promote learning and often help to keep children from harm.

SCHOOL-AGE CHILDREN AT RISK AFTER SCHOOL

When children are out of school and have no adult supervision, they are more likely to be victims of crime and engage in risky behavior. In 1996, U.S. teens aged 12-18 were more than twice as likely to become victims of non-fatal violent crimes (such as sexual assault, robbery, and aggravated assault) away from school than at school.[1] Data show that the peak time for children to participate in and become victims of crime is in the after-school hours.

WHEN VIOLENT CRIMES AGAINST CHILDREN OCCUR



Source: Snyder and Sickmund. Juvenile Offenders and Victims: 1999 National Report, National Center for Juvenile Justice, U.S. Department of Justice, Rockville, MD.

U.S. Census statistics indicate that 18 percent of U.S. children ages 5-14 spent some time home alone on a regular basis in 1995.[2] While some older children may be capable of being home without adult supervision, many children find staying home alone after school a frightening and lonely experience. Even older youth face risks when home alone and benefit from adult supervision. Studies indicate that children who are home alone

- have higher absentee rates at school;
- have lower academic test scores;
- exhibit higher levels of fear, stress, nightmares, loneliness and boredom;
- are 1.7 times more likely to use alcohol; and
- are 1.6 times more likely to smoke cigarettes.[3]

AN OPPORTUNITY TO IMPROVE CHILDREN'S LIVES

High quality school-age programs are effective prevention tools because they provide children and youth with a place where they can "hang out" in a safe environment, as well as give them the opportunity to develop skills. According to the 1995 study "Preventing Problem Behaviors and Raising Academic Performance in the Nation's Youth," children and youth who participate in school-age care programs

- are more cooperative with adults;
- are more likely to resolve conflicts by talking instead of hitting or fighting;
- improve their academic performance; and
- avoid being retained a grade, in many instances. The evaluation found that after-school programs resulted in a savings of over $1 million dollars for the school district studied.[4]

Whether or not their mother is employed, research indicates that what children and youth do during non-school hours has a critical impact on school achievement and long-term success. Currently, children and youth spend more of their out-of-school time watching television than in any other single activity. Children's television viewing has been associated with lower reading achievement, behavior problems, and increased aggression.[5] Creative after-school learning environments, on the other hand, help to reinforce activities and lessons learned during school hours.

QUALITY MATTERS

Out-of-school time represents an opportunity for children and youth to develop social skills to expand their horizons. In addition, the way out-of-school time is spent has been linked to achievement.[6] Before- and after-school care has the potential to have both positive and negative effects on children's development, depending on the characteristics of the care arrangement. For example, fourth graders in the FOUNDATIONS, Inc. before- and after-school program outperformed comparison students in reading, language arts, and math.[7] Research also shows that youth in higher quality programs do better than their peers who are not in high quality programs. For example, in a 30-month evaluation of the Boys & Girls Club of America's program, youth in clubs with Education Enrichment Program components — homework help and tutoring, learning and recreational activities, parent involvement — increased their grade average and improved school attendance and study skills at higher rates than did youth in clubs without these added components.[8]

Youth development experts identify the key components of high-quality after-school programs as having

- clear goals and intended outcomes of programs;
- content that is both age appropriate and challenging;
- opportunities for active learning through hands-on experiences, cooperative learning, structured reflection, and peer leadership;
- a positive and safe environment;
- adequate materials and facilities;

- well-prepared staff who understand the basics of child and adolescent development and the principles of interacting positively with young people;
- culturally competent staff;
- outreach to diverse groups of children and adolescents;
- a willingness to work with other community resources and partners;
- parental involvement; and
- a willingness to continually improve programs.[9]

PUBLIC SUPPORT FOR AFTER-SCHOOL PROGRAMS

There is strong public support for expanding after-school programs. According to one recent national poll, nine out of ten registered voters agree that children and teens should have some kind of organized activity or place to go after school. Eighty-five percent of voters say it is important to them personally to ensure access to after-school programs for children in their communities. Eighty-two percent say that after-school programs are a necessity for their communities. Eighty percent of voters want the federal government to set aside specific funds for after-school programs; 79 percent want their state government to do so; and 82 percent want school districts to do so. Three in five voters are willing to pay $100 or more per year in state taxes to pay for after-school programs.[10]

85% of Americans say it is important to them personally to ensure access to after-school programs for children in their communities.

Arizona's public officials and community leaders have also called for expansion of after-school programs for children. For example, the SAFE (Safety Answers for Education) Commission, a commission co-chaired by state Senators Tom Freestone and Chris Cummiskey in 1999, called for the creation and expansion of structured after-school programs to help prevent school violence. The Violence Prevention Initiative, a partnership among business leaders and city and county officials, calls for the expansion of after-school programs as their top priority in preventing violence.

THE NEED FOR SCHOOL-AGE CARE IN ARIZONA

To understand the state of school-age care in Arizona, it is helpful to identify the number of children who may need care. There is no complete source for information on school-age children in need of care. Estimates can be derived by reviewing the number and characteristics of school-age children and information on parents seeking care.

SCHOOL-AGE CHILDREN

The Arizona Department of Economic Security's Population Division estimates that there were about 724,000 children ages 5-14 in Arizona in 2000. The number of school-age children grew 33.5 percent between 1990 and 2000.[11]

Presumably not all school-age children need after school programs – some have parents or family members at home. In order to estimate the number of children that may need after-school programs, it is important to examine the characteristics of school-age children.

Children with Working Parents: According to the U.S. Bureau of the Census in 1995, about 49 percent of Arizona's children ages 6-12 were in families with a single working parent or a two-parent family in which both parents work.[12] Applying this percentage to all school-age children in Arizona, there are about 354,800 children ages 5-14 with working parents.

Children Home Alone: National statistics indicate that 18 percent of children ages 5-14 spent some time home alone after school on a regular basis in 1995. The chance of a child being home alone varies by age. For example, about 9 percent of children ages 5-11 are home alone on a regular basis as compared to 41 percent of children ages 12-14.[13]

While no comparable data exist for Arizona statewide, data drawn from the Needs Assessment Project[14] survey indicate that about 7 percent of Maricopa County children ages 6-11 were home alone on a regular basis in 1996. By applying the midpoint of the national percentage and Maricopa County percentage (or 8 percent) to Arizona children ages 5-11, we estimate that about 40,529 may be home alone on a regular basis. By applying the national average for older children who are staying home alone on a regular basis (41 percent), we estimate that about 89,140 Arizona children ages 12-14 may be home alone on a regular basis.

Children in Low-Income, Working Families: Research indicates that low-income, working families often have the hardest time finding accessible, affordable activities or programs for their school-age children. In Arizona, about 19 percent of Arizona children – or about 137,560 school-age children – are from low-income, working families.[15]

The following table provides rough estimates of the school-age population and key characteristics of children in each of Arizona's 15 counties.

ESTIMATING THE NEED FOR AFTER-SCHOOL ACTIVITIES

County	School-Age Population (ages 5-14)*	School-Age Children (ages 5-14) with Working Parents**
Apache	15,727	7,706
Cochise	18,163	8,900
Coconino	19,092	9,355
Gila	7,318	3,586
Graham	6,409	3,140
Greenlee	1,849	906
LaPaz	2,500	1,225
Maricopa	427,641	209,544
Mohave	18,503	3,067
Navajo	17,901	8,772
Pima	116,360	57,016
Pinal	25,147	12,322
Santa Cruz	4,146	3,502
Yavapai	18,570	9,099
Yuma	21,706	10,636
Total	724,032	354,776

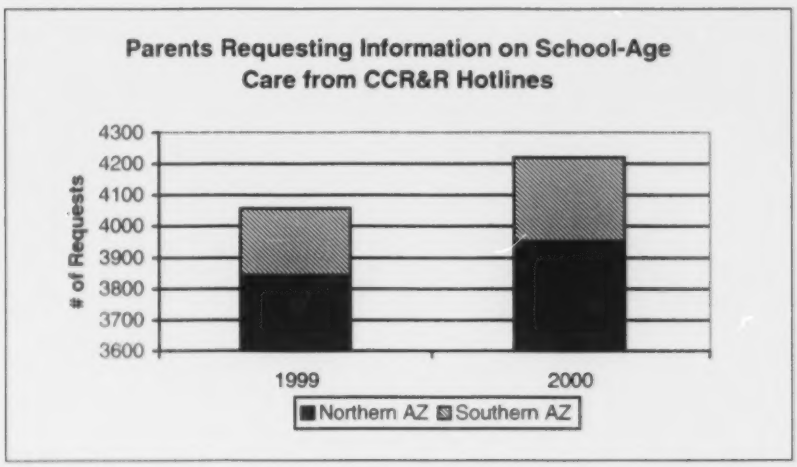
* Data are from the Department of Economic Security, Population Statistics Division.
** Data are derived by multiplying the number of school-age children in each county by 49%. Totals may not add due to rounding error.

It is important to note that the estimates of school-age children with working parents are based on statewide averages. These averages mask variation in rates of children with working parents in each county. County specific estimates are not available.

PARENTS SEEKING PROGRAMS FOR SCHOOL-AGE CHILDREN

There are a variety of sources parents turn to when seeking information on programs for their school-age children. Most parents first turn to their local schools for information. Teachers and school administrators are often the best source of information about what programs are available in and around the school. If the school does not have information for them, or these programs are full or not what the parent is looking for, families may call the local Child Care Resource and Referral service. These services provide information on child care programs in local communities, including care for school-age children.

The number of parents calling the Child Care Resource and Referral (CCR&R) services looking for school-age care increased from 4,057 to 4,221 between the first six months of 1999 and the first six months of 2000.[16] Because the CCR&R agencies are not the first or only places parents turn to for information on school-age care, these figures underestimate the number of parents actively looking for out-of-school programs for their children.



OVERVIEW OF PROGRAMS FOR SCHOOL-AGE CHILDREN

Developing a picture of the programs and activities currently offered throughout the state is another important aspect to assessing the state of school-age care in Arizona. A national survey of children ages 5-14 found that while their parents are at work or attending school, 51.5 percent of children were cared for by relatives (including parents), 18.4 percent were in an organized child care facility or in a non-relative child care home, 34.6 percent participated in enrichment activities and 20.3 percent were in self-care. These figures add to more than 100 percent because many children participate in more than one type of care. National research indicates that 68 percent of children with a regular care arrangement while their parents were at work or school had 2-3 care arrangements.[17]

TYPES OF PROGRAMS

Generally, formal school-age programs can be described as one of three categories: licensed/certified, drop-in, and occasional care.

- Licensed/Certified – a licensed or certified program is operated on a regular basis and provides supervised activities. These programs can be based in a variety of locations, including community agencies, private child care centers, schools, homes, or other locations that meet regulatory requirements. These programs charge fees for participation. These programs must meet minimum health, safety, staff-child ratio, and program requirements in order to be licensed or certified.

- Drop-in – a drop-in program offers an open-door policy, where children may come and go at will and participate in any or all of a program's activities. Drop-in programs offer a variety of activities, including homework help, computer labs, sports, and arts. These programs generally do not charge regular fees to participate.

- Occasional – a school or other entity may offer programs or activities on an occasional basis. For example, children may participate in a school's soccer team and be required to come to practice every day after school for several weeks. While these programs generally charge a participation fee, they are exempt from licensing requirements.

FINANCING

There are a variety of ways that programs for school-age children are financed, including

- Parent fees – many parents pay directly for formal and informal care of their children while the parent is at work or school.
- Federal funds – the U.S. Department of Education provides funding through the 21st Century Community Learning Center grants. The U.S. Department of Health and

Human Services provides states with Temporary Assistance for Needy Families (TANF) funding which can be used to help subsidize child care, including school-age care. In addition, Child Care Development funds can be used to help subsidize child care and to support quality improvements in child care centers, including those serving school-age children.

- State funds – the Arizona Department of Economic Security offers subsidies to eligible, low-income working parents to off-set the cost of child care, including care for school-age children. In addition, DES provides funding to the organizations that operate the Child Care Resource and Referral services.
- Local government – some city and county governments support programs for school-age children directly through parks and recreation programs or libraries, and indirectly through grants to community organizations.
- Schools – some schools operate their own out-of-school programs for children. In addition, some schools provide free or low-cost space to other organizations operating school-age programs.
- Private organizations – charitable donations from individuals, corporations, and foundations help to support a broad range of programs for school-age children. This includes efforts supported by the United Way as well as direct fundraising efforts by nonprofit organizations that offer services, including the Boys & Girls Clubs.

As no "master list" of after-school programs or activities exists, the best way to create a picture of care in Arizona is to describe the major after-school program providers. In this section of the report, we describe programs listed with the state licensing and certificating agencies, 21st Century Community Learning Center programs, parks and recreation programs, Boys and Girls Clubs, and schools to describe the scope of after-school programs in Arizona.

It is important to recognize that these brief descriptions do not portray the full extent of out-of-school activities. In addition, there is a fair amount of program overlap. For instance, programs which are described under "parks and recreation" could also be described as part of the "school" summary and vice-versa.

LICENSED AND CERTIFIED SCHOOL-AGE PROGRAMS

In Arizona, the Department of Health Services, the Department of Economic Security, and the Arizona Department of Education provide some form of regulation for certain providers who care for school-age children. As they each address different aspects of school-age care program operations, many programs interact with more than one state agency.

Department of Health Services

Generally, a child care center that serves more than four children for compensation and provides regular hours of care must be licensed by the Department of Health Services (DHS). Similarly, a child care home that serves more than four children for compensation and provides regular hours of care must be certified by DHS. (See Appendix B for more information on licensing requirements.)

- In Arizona, there are 1,549 child care centers and group homes caring for school-age children.
- These centers are licensed and the homes are certified to care for about 67,841 school-age children.[18,19]

Department of Economic Security

The Department of Economic Security (DES) provides subsidies to eligible low-income, working parents seeking child care, including school-age care. Subsidies are available to working parents who meet the income criteria and whose children are under age 13. The amount of subsidy available to parents varies depending on their income level and family size. Parents can use the subsidy for a wide range of child care options. Subsidies can be used at DHS-licensed centers that have a contract with DES. Or, they may be used in home-based child care that is certified by DES. To be certified, the homes that care for four or fewer children for compensation must pass health and safety standards, and obtain Child Protective Services fingerprinting and background checks on the provider and any individual who resides in the provider's home who is 18 or older. In addition, subsidies can be used to pay certain relatives to care for school-age children. To be eligible these relatives must be fingerprinted.

- In FY1999, an average of 15,600 school-age children each month[20] received a subsidy for care in 6,731 child care centers and homes.[21] This represents about 11.3 percent of school-age children in working, poor families.

Arizona Department of Education

The Arizona Department of Education (ADE) administers the federal Child and Adult Care Food Program (CACFP), which reimburses providers for meals they serve to children in child care. To participate in the CACFP, a child care home must either be certified by DES (see above) or be "alternately approved" by the Department of Education. To receive "alternate approval," homes must comply with minimal health and safety standards. Center or school-based facilities that provide after-school care and participate in CACFP must either be licensed by DHS or be operated by a tribal government or must be alternately approved by ADE.

- Twenty-seven programs — many with numerous sites — serve approximately 2,300 after-school snacks per month.[22]

In addition, ADE oversees many campus based out-of-school programs that also offer about 115,000 snacks per month through the National School Lunch program.

CHILD CARE RESOURCE AND REFERRAL

Child Care Resource and Referral (CCR&R) is a coalition of community organizations providing assistance to families seeking child care and to child care providers, including those offering school-age care. Child & Family Resources, Inc. in Tucson and the Association for Supportive Child Care in Phoenix operate the programs in Arizona. The Tucson-based organization covers the southern seven counties (Cochise, Graham, Greenlee, La Paz, Pima, Santa Cruz and Yuma) while the Phoenix-based organization covers the northern eight counties (Apache, Coconino, Gila, Maricopa, Mohave, Navajo, Pinal and Yavapai).

Providers required to register with the CCR&R databases include child care homes certified by DES and child care centers licensed by DHS that have contracts to care for children receiving DES subsidies. Some other programs may voluntarily be listed with the CCR&R.

The databases contain information on these care providers, including

- the number of licensed providers willing to care for school-age children;
- the total capacity of the provider;
- the cost of school-age care;
- hours of operation and yearly schedule;
- ratios of staff to children;
- cost of care; and
- special programs.

The CCR&R information is a tremendous resource. However, because many programs are not listed, it is not a complete source of data on school-age care. Information about the programs listed in the database does not provide a full picture of school-age care. The programs listed with the CCR&Rs provide their total program capacity, not the number of children currently being served in a given age group. Thus, while we may know the number of providers willing to accept school-age children, we do not know the specific number of spaces available to school-age children. While all programs required to be listed with the CCR&R must complete a questionnaire delineating services provided, information is self-reported and not subject to any monitoring by the CCR&R.

21st CENTURY COMMUNITY LEARNING CENTERS

The 21st Century Community Learning Centers were established by Congress to award grants to rural and inner-city public schools to enable them to plan, implement, or expand projects that benefit the educational, health, social services, cultural and recreational needs of the community. The focus of this project is to provide participating children with expanded learning opportunities in a safe and supervised environment.

A Community Learning Center is an entity within a public elementary, middle or secondary school building that provides educational, recreational, health, and social service programs within a local community, and is operated by a local school district in conjunction with local governmental agencies, businesses, vocational education programs, institutions of higher education, community colleges, and cultural, recreational, and other community and human service entities. The program is designed to target funds to high-need rural and urban communities that have low-achieving students and high rates of juvenile crime, school violence, and student drug abuse, but lack the resources to establish after-school programs. Because 21st Century programs are community-based, children attending the school where a program is located or children who live in the neighborhood of the school can participate. Programs are free, but there is a small fee for some field trips. Program characteristics include:

- Programs: There are currently thirty-seven 21st Century Schools programs across Apache, Cochise, Coconino, La Paz, Maricopa, Navajo, Pima, Pinal, Santa Cruz, and Yuma counties.
- Participants: Approximately 44,796 children statewide participate during the year with an average of 1,211 children participating during the year in programs at each site.
- Ages: Thirty percent of the programs serve preschool to elementary students, 30 percent serve middle to high school students, and 40 percent report serving children in elementary, middle, and high school.
- Schedule: Ninety percent of the programs operate after school and 32 percent before school.

The table in Appendix C provides details on each of the 21st Century Community Learning Centers in Arizona. Additional information can be found at www.ed.gov/21stcclc.

A 21ST CENTURY SCHOOL – SAFE AND SOUND

Tucson Unified School District's Safe and Sound program operates in Carson, Naylor, and Valencia middle schools. In collaboration with a wide variety of community partners, including Jim Click Ford, Davis Monthan Air Force Base, Family Resource and Wellness Centers, Drexel Heights Fire Department and the University of Arizona, the programs offer after-school, weekend and summer activities to about 576 children. The programs are run on a "club" format and youth can choose which activities or clubs they would like to participate in. For example, the model car building club may run one afternoon a week over a 10-week period and the drama club may run four afternoons a week for eight weeks. There are also programs that encourage parent involvement, such as literacy and parent education workshops.

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PARKS AND RECREATION PROGRAMS

Many parents utilize city and county parks and recreation programs to provide children with constructive activities in the after-school hours. These programs are important community resources and run the gamut from drop-in play time to organized activities operated in neighborhood parks, schools, and community centers.

There is no comprehensive list of parks and recreation-based after-school programs in Arizona. To better understand the kinds of programs these entities operate as well as how many children participate, Children's Action Alliance surveyed 42 city and county parks and recreation departments across Arizona during July and August of 2000. While not a complete picture, the information provided by the 22 parks and recreation departments that responded to the survey helps us to better understand the characteristics of programs, including:

- Participants: 43,452 children participate in after-school and summer programs--including 22,500 in the City of Phoenix program.
- Program Year: Nine city and county departments operate summer-only programs, nine departments operate school-year programs, and four departments operate both summer and school-year programs.
- Ages: The ages of children participating in school-year programs range from 2 to 18, with the majority targeting kids ages 5 to 12. The ages of children participating in the summer programs range from 4 to 18, with the majority of programs targeting youth ages 5 to 13.
- Location: The programs take place in a number of settings, including parks and recreation facilities, schools, community or civic centers, Boys and Girls clubs, a fire station, an ice rink, and a karate club.
- Licensure: The vast majority of programs are not licensed by DHS. Only three parks and recreation departments indicated having licensed programs. There has been some confusion about the need for parks and recreation after-school programs to be licensed. A recent administrative decision by the Department of Health Services may mean that many parks and recreation after-school and summer programs will be subject to state licensing requirements.
- Fees: Parks and Recreation departments operating summer programs charge between $20 per session to $60 per week. Most of the school-year programs charge a nominal fee or are free. An exception is licensed programs, which charge regular fees of about $29 per week.
- Waiting Lists: Seven city and county departments reported having a waiting list. Several of the departments that reported having no waiting list indicated that if they had more employees and could open additional programs they would be able to enroll more children.

A table in Appendix D contains a summary of each of the parks and recreation departments that provided information for this project.

1% FOR KIDS

In 1997, the Pima County Board of Supervisors began to set aside 1% of Pima County General Funds to support after-school and other programs for children and youth. The program phased-in the set aside, starting at 0.25% in the first year and growing to the full 1% by 2000. This set aside has primarily been used to support after-school programs provided by Pima County Parks and Recreation, but has funded a number of other out-of-school programs including Project YES, teen parent programs, child nutrition, drop-out prevention, and youth employment programs. Today, the fund provides more than $944,000 to these types of programs during the year.

SCHOOL PROGRAMS

Many of Arizona's 1,379 schools provide before- and after-school programs. According to the Arizona Department of Education's Comprehensive Health and Prevention Program Survey (CHAPPS), 77.3 percent of schools report having some kind of before- or after-school activities for school-age children. The following table provides CHAPPS survey results for Arizona's 15 counties.

County	Number of Schools Responding to Survey	Number of Respondents with a Before- or After-School Activity	%
Apache	39	33	84.6
Cochise	52	35	67.3
Coconino	48	34	70.8
Gila	27	17	63.0
Graham	17	11	64.7
Greenlee	7	2	28.6
La Paz	11	9	81.8
Maricopa	653	534	81.8
Mojave	43	31	72.1
Navajo	49	34	69.4
Pima	232	181	78.0
Pinal	58	41	70.7
Santa Cruz	19	11	57.9
Yavapai	62	46	74.2
Yuma	36	27	75.0
TOTAL	1,353	1,046	77.3

While it appears that a significant portion of schools responding to the CHAPPS survey do have some kind of before- or after-school program, the characteristics of these programs are largely unknown.

With the assistance of the Arizona School Boards Association, Children's Action Alliance sent an after-school program survey to 198 of Arizona's 222 school districts in September. Findings from this survey include:

- Programs: Of the 69 school districts that responded to the survey, 83.5 percent indicated that an after-school program operates in at least one school in the district.
- Participants: More than 17,734 children participate in school-age programs at schools that responded to the survey. Of these participants, 33.8 percent were in programs that were operated solely by the school, and 7.6 percent were in programs that were operated solely by city or county parks and recreation/social services departments and held at the school.
- Ages: Schools reported serving a variety of ages of children, but most served youth ages 5-14.
- Schedule: The majority of survey respondents indicated having an after-school program that was open until about 6:00 p.m. A lesser number indicated operating a before-school program. Those that do offer before-school activities opened around 6:30 a.m.
- Fees: The kinds and amounts of fees charged depended on who was operating the program. For example, if the program was operated by the Boys & Girls Clubs, there might be a $10 participation fee. If the program was operated by the YMCA or other licensed entity, there might be a regular hourly fee for participating in the program.

Because we do not have full information from all schools in Arizona, we are unable to determine the exact number of children participating in school-age programs held at schools.

ADDITIONAL PROGRAMS/ACTIVITIES

- Boys & Girls Clubs: Arizona's 48 Boys and Girls Club sites provide out-of-school activities to children across the state. These largely drop-in programs vary in the kinds of activities offered, but generally adhere to five program areas, including character and leadership, education and learning, health and life skills, the arts, sports, fitness and recreation, and special programs such as gang prevention. Although we were unable to collect additional information on specific Boys & Girls Club programs, a list of club sites appears in Appendix E.

- YMCA: YMCA programs provide after-school programs to many children across the state. For example, the Valley of the Sun YMCA reports serving 5,000 children in its before- and after-school programs. The vast majority of these programs are licensed by the Department of Health Services and thus are listed in the CCR&R databases. However, other programs the YMCA might operate, including recreation programs or drop-in programs, cannot be listed in the CCR&R databases.

- Cooperative Extension Programs: Extension programs, including 4-H, were mentioned by a number of respondents to the school survey as their primary after-school care provider. For example, Harelson Elementary School in Tucson reports having both the City of Tucson and a cooperative extension after-school program operating at the school At this time, there is no centralized information on cooperative extension programs for school-age children.

- Libraries: Arizona's more than 200 public libraries are a resource for communities and families. Some of these libraries, working individually or in conjunction with schools or other entities, provide activities for school-age children during non-school hours. At this time there is no centralized information available on programs offered by libraries for school-age children.

- Faith-Based Programs: Churches, synagogues, and other-faith based entities may also operate before- and after-school programs. They are important partners in the care of children in the out-of-school hours.

COMPARING NEED TO PROGRAM SUPPLY

Without more detailed and comprehensive data, drawing conclusions about supply and demand for school-age care is difficult. However, given the data that have been collected, we can gain a broad understanding of the availability of school-age care in Arizona.

NEED

Based on Arizona Department of Economic Security and U.S. Bureau of Census population estimates, we estimate that there are about 354,800 children ages 5-14 in Arizona with working parents.

SUPPLY

Determining the total number of children in Arizona participating in school-age programs is impossible because of a lack of centralized data, the overlap in children served, and the variety of services offered by programs described in this report. We are able, however, to measure the capacity of licensed and certified child care centers and homes to serve school-age children. We find that there are 67,841 licensed or certified spaces for school-age children in the Department of Health Services database. This represents only 19 percent of school-age children with working parents.

We are unable to measure the number of children served by programs that are not licensed or certified. However, given that licensed and certified providers can serve only 19 percent of school-age children with working parents, and given that an estimated 130,000 school-age children are unsupervised after school on a regular basis, we can conclude that there is a substantial need to expand the supply of quality after-school activities.

EXAMPLES OF NEEDS ASSESSMENTS AND PRORGAM INVENTORIES

While this preliminary report contains broad information on school-age programs in Arizona, it is clear that a more expanded needs assessment would provide additional and more detailed information. To provide a sense of projects undertaken by other organizations, we summarize two school-age needs assessments and one program inventory.

OREGON
LOCAL SCHOOL-AGE CARE NEEDS ASSESSMENT

In 1994, the 4-H Youth Development Program of the Oregon State University Extension Service offered to help counties conduct local assessments of the need for school-age child care. Each of Oregon's counties has an official County Commission on Children and Families designated to address community needs. Seven of these County Commissions, largely in rural areas, accepted the Extension Service's offer and undertook school-age care needs assessment projects.

- Project Process - each project started with the local County Commission, or a coalition of key players, deciding to undertake a needs assessment project. The Extension Service provided each County Commission with a sample parent survey (See Appendix F) and advice on ways to adapt the survey instrument to meet their project needs. Schools, which were key players in the Commissions, were asked to distribute surveys to parents and undertook follow-up activities to ensure a sufficient number of responses. Several schools instituted incentive programs (a treat for the first 100 children who brought back the parent survey) to encourage participation. Once all of the surveys were collected, the County Commission sent them to the Extension Service to be analyzed. The Extension Service prepared a report of findings for each of the County Commissions.
- Time Frame - Between April 1994 and May 1995.
- Issues Examined - The survey asked questions about the kinds of activities children were engaged in after school, problems encountered with school-age children, the need for child care, ideal hours of operation, the kinds of activities parents would like youth to be engaged in, the degree to which youth are home alone, and general household characteristics.
- Outcomes - The Oregon State University Extension Service reports that in all cases the release of the local report increased awareness of school-age care issues. A number of the County Commissions used the report to help shape outreach efforts geared at increasing participation in existing programs. In addition, at least four of the County Commissions dedicated additional funding to open more after-school programs in their communities.
- Resources - As a coalition effort, each player brought some resources to the table. For example, County Commission members reproduced and distributed the parent surveys. Oregon's Extension Service paid for a part-time research assistant

(approximately $10,000) to collect the surveys, enter the data, and draft a report on the findings for each of the County Commissions. In addition to these functions, the Extension Service also donated the time of one of its faculty members to meet with the County Commissions to help shape their projects.

MASSACHUSETTS
STATEWIDE DESCRIPTION OF NEED FOR SCHOOL-AGE CARE

Parents United for Child Care (PUCC) in Boston had a sense that Massachusetts was headed toward a school-age care crisis. However, little data or organized information was available to address that concern. In early 2000, Parents United for Child Care undertook a project to describe the need for school-age care programs, the services currently in place, and out-of-school program funding streams. In addition, they posed a series of recommendations on ways the state can expand the availability of school-age programs.

- Issues Examined – This project outlined the need for school-age care and current program supply. Using 1990 U.S. Census and 1999 Massachusetts Department of Education data, PUCC staff identified the number of school-age children living in Boston and the State of Massachusetts. In addition to this data source, data from a statewide waiting list of parents needing a subsidized arrangement helped to describe the need for care. To describe capacity and enrollment, PUCC gathered figures from their Child Care Resource and Referral agency, state child care licensing agency, and state Department of Education. As all licensed programs are registered and almost all licensed exempt programs also need to be registered with the state, developing a figure for the number of children served was relatively straightforward. The PUCC project went on to collect information on the financing of school-age care from state and federal sources
    - Resources: In terms of resources, PUCC dedicated the part-time efforts of one of its Project Associates for a couple of months to this project. A colleague organization, TEAM, volunteered to conduct the budget analysis necessary to describe the financing of school-age care in Massachusetts.
    - Action Agenda: PUCC hopes to use this analysis to raise awareness of the need for additional school-age care program resources, increases in subsidies, and improvements in program quality. They will share this report with the media as well as public policy officials this fall.

CITY OF PHOENIX
PROGRAM INVENTORY

Over the past 10 years, the City of Phoenix has been developing a sophisticated system of cataloguing programs and resources for youth.[23] The City of Phoenix Youth and Education System (PEYS) has grown to a searchable, multifaceted database that describes city programs, as well as some school and community resources. In addition, the information can be plotted on maps, with overlays of crime information, to provide a graphic view of what is going on across the city.

- Building the System: The Youth and Education Office convened city staff members who work with youth to define what youth services the city provided and what the

definition of youth was for each of the services that are provided. From the business area analysis, an entity relationship model was created. This defined what data should be collected for youth projects, what other types of information should be included in a database, what business processes a database could improve, and how data could be retrieved. A design document was developed and interviews were conducted with 17 city departments and functions that have some role in youth services or had been customers of the school information. A Design Steering Committee convened monthly to assist in guiding the development of the system.

- What is in the system: PEYS is organized into Projects, Organizations, People, Lists, Maps, References, and Reports. Each of these sections are used to link data to each other creating a robust system of interrelated data.

  Projects: The variables in the project section include project name, fiscal year, contact person with telephone number, purpose of the project, description, how the project is evaluated, the year the project was established, the estimated and actual number of youth served. It also includes a list of the collaborative organizations, the FTE's and budgeted amount for the project. A project roster is included, which is linked to the people section of PEYS and a schedule that is linked to the organization section of PEYS. Another unique feature of the system is that in addition to the project description, each project can identify up to six services it provides and the target audience of those services. This provides the capability to search projects around specific services such as violence prevention, employability skills, or leadership development.

  Organizations: The PEYS system was designed so that different information could be maintained about specific types of organizations. Each organization is given a class and type. For example, schools are entered as "Education - School" as the class and type. For the organization class and type - "Education - School" there is a school profile that includes information about the school such as the enrollment, ethnicity, grades served, acreage of the school, enrollment capacity, instructional programs, juvenile referrals, and curfew violations. People's names are linked to the organizations, for example, and two people can be designated as the "head of the organization." Projects are also linked to organizations so it is easy to retrieve the projects that are scheduled at each of the organizations. Organizations are linked to the city administrative districts in which they reside. (This includes Parks Districts, Library Service Areas, Council Districts, Police Precincts, and Fire Districts.) Another feature of the organization section is that calendar items can be created for each class and type of organization. In the school section this includes holiday schedules, school start and end dates, early dismissal times, and professional development days. This allows for city departments to review school schedules as they are scheduling their projects.

  People: Basic contact information including mailing address, phone, fax, pager, mobile phone, and email can be maintained on each person in PEYS. People are linked to the organizations in PEYS but can have different mailing addresses than the organizations they are linked with. People can also be linked to the projects

so it is easy to create an up-to-date project roster for each youth program. People can also be linked to different list categories for targeted mailings. For example, a teacher in a school might be linked to Arts Education, Youth Outreach, and Prevention Programs.

Lists: This section is one of the most robust features of PEYS as it allows lists to be created in a variety of ways by organization criteria (such as all businesses); or by school criteria (all high schools). All list data can be extracted and exported into a program to map the specific locations of the projects.

Maps: One of the most popular features of PEYS is the mapping section. The PEYS user can create camera-ready maps with pre-determined layers. The maps are all based on schools and include schools with administrative districts, basic school information including their attendance boundaries, city facilities next to schools, and maps of crime data. The user can choose among nine different layers of crime data, which are updated monthly.

- Maintaining the System: The responsibility for administering the data base, including training, issuing passwords, and holding monthly user group meetings resides with Youth and Education Programs in the Office of the City Manager. Each city department is designated as a data steward and is responsible for updating its own program information and for other data it enters. On a $30,000 budget, the Youth and Education Office is the data steward for school profiles and works with key contacts in the schools to update database information. Routine maintenance and system enhancements are done on a regular basis. The computer program changes are handled internally by the Information Technology Department.
- Access: At this time the database is available to city employees through an Intranet system. Program operators hope that eventually the search functions of the database will be available on the Internet for public use.
- Staffing: As each department contributes to the maintenance of the data, overall staffing is difficult to quantify. While no employees are "dedicated" to this project, a department secretary helps to update much of the school information, a department staff member provides training, and computer programming and software upgrades are done by the Information Technology staff.

FUTURE PROJECT CONSIDERATIONS

Based on our experience gathering the available school-age care information and conversations held with members of the Arizona School Age Coalition (AZSAC), there are a several issues that can be addressed by a future school-age program needs assessment project.

DEFINE PARAMETERS

The first and foremost task in moving forward is to set some parameters about which school-age programs will be assessed. Because there are so many kinds of programs and activities, defining "school-age programs" to be measured and agreeing on desirable characteristics of school-age programs are central to moving forward.

GO LOCAL

It is clear from the statewide statistics, program descriptions, and conversations with members of the AZSAC that the more local the needs assessment activities are, the more useful the information will be. Statewide estimates are useful in describing the scope of the issue, but community-based information will be much more useful to lead to expanded programs that meet families' specific needs. Identifying the number of families who are seeking care and the program characteristics they are looking for in a particular community can effectively lead to the design and implementation of action strategies.

ASK PARENTS

Gathering information on the kinds of care parents are looking for and how they view self-care will help us to better target program resources. This might be captured through local parent surveys or focus groups.

EXAMINE WAITING LISTS

Several of the programs described in this report have waiting lists. Parents on these waiting lists should be interviewed to determine the kinds of arrangements they currently are using and what they are seeking in care.

EXPLORE QUALITY

Research tells us that higher quality out-of-school programs lead to better outcomes for children and youth. The factors that define "quality" cannot be boiled down to ratios alone. For a comprehensive assessment of the quality of school-age care in Arizona, other factors, including qualifications of employees, turnover, facilities, and age-appropriateness of activities, are important to review.

EXAMINE PROGRAM OPERATION ISSUES

Understanding what it would mean to expand school-age programs means looking beyond issues of supply and demand to the set of questions around what it takes to operate a high-quality, stable school-age program. AZSAC members would find it particularly helpful to know how current school-age care program providers structure and operate their programs, including examining

- hiring staff;
- setting wages and benefits;
- retaining good staff;
- arranging training opportunities; and
- building quality.

Knowing more about these operational questions will help to build the capacity of all school-age care providers in Arizona.

NEXT STEPS

A variety of next steps should follow up on some of the issues raised during the preparation of this report.

UNDERTAKE COMMUNITY-BASED NEEDS ASSESSMENTS

Local organizations or coalitions should work with one or two facilitating organizations (perhaps university-based research institutions) to develop local school-age care needs assessments. Along the lines of the Oregon model, local coalitions of school officials and school-age care providers should develop a parent survey to determine need. Building on the results of the information gathered for this report, local coalition members should further fill out the picture of the kinds of school-age care offered and desired in their own community. The facilitating organization should tally responses to the surveys and help develop final reports for the local coalitions. The advantages of this approach include building on knowledge and interests of local community members, building buy-in and commitment to the process and findings, and limiting the work of local members by securing the services of a consultant or facilitating organization. The disadvantages of this approach include having to rely on the interest and efforts of local coalitions, whose members already have many obligations, and the cost of hiring a facilitating organization and preparing reports. This could cost approximately $5,000 per site. Larger communities, including Tucson and Phoenix, would need to be broken into smaller communities or have additional resources allocated to complete local needs assessments.

EXAMINE SPECIFIC ISSUES

This report raises a series of questions that merit further investigation on a more in-depth basis. One example of a project would be to identify and document quality factors in current program supply. Another example of an issue specific project is to gather more data on program operation issues. This kind of project might help answer some specific organizational questions without having to undertake a "full" needs assessment. This could be accomplished by hiring a facilitating organization or consultant to survey members of AZSAC and other school-age program directors and/or hold regional or community specific provider focus groups to gather more in-depth information. The advantage of this approach includes enabling pieces of research to move forward quickly. In addition, small group discussion might encourage information sharing among local school-age care providers and increase awareness of AZSAC. The disadvantages of this approach include potentially only examining the issues that are easy to address and the cost of hiring a facilitating organization or consultant. Hiring a consultant or facilitating organization could cost about $700-$1,200 per focus group.

EXPAND DES SUBSIDY

Currently DES provides a subsidy for the care of low-income children through age 12. However, many older children would benefit from attending a regular, high-quality out-of-school activity. Research indicates that 41 percent of children ages 12-14 are home alone on a regular basis.

In addition, DES currently provides 15,600 school-age children with a subsidy each month—or, about 11.3 percent of all school-age children who live in poor, working families. Expanding the number of subsidies available would help more low-income working parents ensure that their children have a regular care environment in the after-school hours.

DEVELOP CENTRALIZED SCHOOL-AGE PROGRAM REGISTRY

There is no central registry for school-age care programs. While the CCR&R databases list many of these programs, in general only child care centers with DES contracts and DES-certified homes must be listed. Database limitations make it difficult to separate information on school-age care from all care provided at a center or home. Developing a well-defined, central registry would help state and local policymakers better determine school-age care program needs.

ENDNOTES

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10. Lake, Snell, Perry & Associates and the Tarrance Group. (June 2000). Poll conducted for the Charles Stewart Mott Foundation and JCPenney.
11. Data are from the Arizona Department of Economic Security, Population Division and the U.S. Bureau of Census.
12. U.S. Bureau of Census. Data are based on 5-year averages (1993-1997). The national rate was 51 percent.
13. Smith, K. (2000). Who's Minding the Kids? Child Care Arrangements: Fall, 1995. Current Population Reports, P70-70. U.S. Census Bureau. Washington, DC.
14. Between 1983 and 1996, an Arizona Needs Assessment survey was conducted looking at a number of factors including access to social services, economic stability, and housing and transportation needs. In 1996, the survey asked parents to indicate if their child (aged 6-11) spent at least one hour home alone on a regular basis.
15. Lazere, E. (1999). The Poverty Despite Work Handbook: Data and Guidance for Preparing a Report on the Working Poor in Your State. Center on Budget and Policy Priorities. Washington, DC.
16. Data for central and northern Arizona are from February 1 through July 31 of 1999 and 2000. Data from central and southern Arizona are from January 1 through June 30 of 1999 and 2000.
17. Smith, K. (2000). Who's Minding the Kids? Child Care Arrangements: Fall, 1995. Current Population Reports, P70-70. U.S. Census Bureau. Washington, DC.
18. This figure represents the total capacity of facilities and not necessarily the number of children enrolled in programs. This is an incomplete number of children that can be served by these centers and homes as the Department of Health Services database did not contain complete information on every facility.
19. Data provided by the Arizona Department of Health Services.
20. This is a monthly average figure. The annual unduplicated count is 26,653 school-age children.
21. Data provided by the Arizona Department of Economic Security.
22. Data provided by the Arizona Department of Education.
23. This information was provided by Debbie Dillon and other staff at the City of Phoenix.

APPENDIX A. ADDITIONAL RESOURCES

- The School-Age Child Care Community Assessment and Development Project Manual. Published by the University of Wisconsin-Madison, Extension Service, this manual provides a step-by-step guide to undertaking a school-age needs assessment project. The manual includes sample letters, sample surveys, and a guide to writing a final report.

- Information and Referral. In Phoenix and Tucson there are Information and Referral agencies that collect information about community resources and field questions from community members looking for services. While these organizations usually do not keep a lot of information on child care programs, they do list a number of out-of-school care programs. The data can be accessed on the Internet at www.cirs.org (Phoenix area) and www.azstarnet.com/azinfo (Tucson area).

- The Finance Project in Washington, D.C. is developing information and technical assistance resources to assist state and community leaders in developing short- and long-term financing strategies to support effective out-of-school time and community school initiatives. For more information, call Barbara Langford at the Finance Project at 202-628-4200.

- The After-School Learning Initiative of the Harvard Family Research Project. The After-School Learning Initiative is developing resources for after-school advocates, policymakers, evaluators and researchers, funders, and practitioners that will help identify knowledge gaps and needs within the field, explore learning exchange, and enhance improvement efforts. For more information, contact the Harvard Family Research Project at 617-495-9108.

APPENDIX B. SUMMARY OF SCHOOL-AGE CARE LICENSING REQUIREMENTS

According to Arizona Administrative Code Title 9, Chapter 5, school-age care is child care services provided to a child who is five years of age or older before beginning the current school year in a public or private school. These statutes define requirements of licensing including, space, adult-to-child ratios, staff qualifications, health and safety standards, and emergency procedures.

Arizona Revised Statues, Chapter 36-881 defines "child care" to be the care, supervision, and guidance of a child, unaccompanied by parent or guardian, on a regular basis. This care is for periods of less than twenty-four hours per day, in a place other than the child's own home. The statues define a "child care facility" as any facility in which child care is regularly provided for compensation for five or more children not related to the care provider.

Arizona Revised Statutes, Chapter 36-884 covers exemptions to licensing, including:

1. Care in the homes of parents or blood relatives.
2. A religious institution conducting a nursery in conjunction with its religious services or conducting parent supervised occasional drop-in care.
3. A unit of the public school system. If a public school provides child care other than during the school's regular hours or for children who are not regularly enrolled in kindergarten programs or grades one through twelve, that portion of the school that provides day care is subject to standards of care prescribed pursuant to section Arizona Revised Statutes 36-883.04.
4. A regularly organized private school engaged in an educational program that may be attended in substitution for public school pursuant to section 15-802. If the school provides day care beyond regular public school hours or for children who are not regularly enrolled in kindergarten programs or grades one through twelve, that portion of the school providing such care shall be considered a child care center and is subject to the provisions of this article.
5. Any facility that provides training only in specific subjects, including dancing, drama, music, self-defense or religion.
6. Any facility that provides only recreational or instructional activities to school age children who may come to and go from the center at their own volition.
7. Any schools for the deaf or the blind.

More information on the Arizona Administrative Code can be found on the internet at www.sosaz.com/rules_and_regulations.htm. More information on the Arizona Revised Statues can be found on the internet at www.azleg.state.us/ars/ars.htm.

APPENDIX C. 21ST CENTURY COMMUNITY LEARNING CENTER SUMMARY TABLE

This table summarizes information about each of Arizona's 21st Century Community Learning Centers in FY2000. Complete program summaries can be found on the Internet at www.ed.gov/21stcclc.

GRANTEE	CITY	COUNTY	SITES	GRADES SERVED	# SERVED	PROGRAM OPERATION
Navajo SOS / Chinle School District	Chinle	Apache	4—Chinle High, Many Farms, Jr. High,	Grades K-12	250	After school, weekends, summer
Circle of Support Learning Center / Chinle Unified School District	Chinle	Apache	1— main center that schools feed into	Grades 7-8	70	After school, weekends, summer
Rough Rock Community School	Chinle	Apache	1— Rough Rock	Grades K-12	524	After school
Many Farms High School	Many Farms	Apache	3 — school sites	Grades K-12	500	Before school, after school, weekend, summer
Dine Family Learning Center	Rock Point	Apache	1 — Rock Point	Grades 6-9	160	After school, weekends, summer
Red Mesa	Tec Nos Pos	Apache	3 — Red Mesa, Round Rock	Grades K-12	519	After school, weekends, summer
Project Reach	Benson	Cochise	5 — sites based in schools	Grades K-12	1,330	Before school, after school, weekends

GRANTEE	CITY	COUNTY	SITES	GRADES SERVED	# SERVED	PROGRAM OPERATION
Douglas School District	Douglas	Cochise	4 sites	Grades K-12	800	Before School, after school, weekends
Naco Community Learning Center	Naco	Cochise	1– Naco	Grades 4-8	50	After school, weekends, summer
Flagstaff School District	Flagstaff	Coconino	3 sites	Grades K-8	2,700	NA*
PRIDE / Globe, Miami & Hayden school districts	Globe	Gila	4 sites	Grades 5-8	300	After school, weekends, summer
21st Century Community Learning Center	Bullhead City	La Paz	NA*	Grades K-12	7,450	After school
Out of School Time Project – Chandler	Chandler	Maricopa	2 – San Marcos, Hartford	Grades K-8	140	Before school, after school, weekends
Glendale Elementary School District	Glendale	Maricopa	4 – Landmark, Imes, Smith, Berton	Grades 6-8	47	After school, summer
Project Eagles / Washington Elementary	Phoenix	Maricopa	3 – Desert View, Royal Palm, Washington	Grades K-8	1,000-1,200	Before school, after school, summer
Kids-at-Work / Alhambra School District	Phoenix	Maricopa	3– Barcelona, Granada East, Simpson	Grades K-8	600	After school, weekends, summer

GRANTEE	CITY	COUNTY	SITES	GRADES SERVED	# SERVED	PROGRAM OPERATION
AZ IMPACT	Phoenix	Maricopa	1— Omega Academy	Grades K-12	850	After school, weekends, summer
Guadalupe Peace Center	Guadalupe	Maricopa	NA*	Grades K-5	625	NA*
Maricopa County Regional Schools	Phoenix	Maricopa	NA*	NA	1,309	NA*
Osborn Schools	Phoenix	Maricopa	NA*	Grades K-8	900	NA*
TAP Into Success	Tolleson	Maricopa	NA*	Grades 6-12	830	NA*
Kayenta School District	Kayenta	Navajo	4—Kayenta, Monument Valley	Grades K-12	900	After school, summer
Eagles Nest / Pinon Unified School District	Pinon	Navajo	3 — Pinon	Grades K-8	50-70	After school, summer
Whiteriver Unified School District	Whiteriver	Navajo	5 — Alchesay, White River, Seven Mile, Cradleboard	Grades K-8	420	Weekends, summer
Northern Arizona Academy	Winslow	Navajo	3 — Winslow, Show Low, Snowflake / Taylor	Grades 6-12	2,100	After school, weekends, summer

GRANTEE	CITY	COUNTY	SITES	GRADES SERVED	# SERVED	PROGRAM OPERATION
Luz Learning Center	Tucson	Pima	4–Gardner, Mountain Vista, Mammoth, Luz Academy	Grades 6-8	400	Before school, after school, weekends, summer
Creating Multi-Ethnic Community – Luz Academy	Tucson	Pima	4 sites	Grades 9-12	778	Before school, after school, weekends, summer
Camp Mid / Amphitheater Public Schools	Tucson	Pima	2 – Amphi, La Cima	Grades 6-8	300	Before school, after school, weekends, sumemr
Safe and Sound / Tucson Unified School District	Tucson	Pima	3 – Carson, Naylor, Valencia	Grades 6-8	576	After school, weekends, summer
Actfast / Coolidge Unified School District	Coolidge	Pinal	7 – West, North, Intermedi-ate, McCray, Coolidge, Family Reource Center, Barely Bears	Pre-school – 12	1,787	After school, weekends, summer
Gila River Indian Community Resource Center	Sacaton	Pinal	3– Blackwater Community, Gilacrossing & Vechi	Grades K-8	495	After school, weekends, summer
21st Century Community Learning Center	Casa Grande	Pinal	NA	Grades K-12	7,716	Before school, after school, weekends, summer

GRANTEE	CITY	COUNTY	SITES	GRADES SERVED	# SERVED	PROGRAM OPERATION
Calabasas Middle School	Rio Rico	Santa Cruz	1—Calabasas	Grades K-12 (Target 5-8)	220	After school
Patagonia Elementary School District	Patagonia	Santa Cruz	5 sites	Grades K-12	525	Before school, after school, weekends, summer
CASA Centers / Prescott Unified School District	Prescott	Yavapai	7—Abia Judd, Lincoln, Taylor Hicks, Granite Mountain, Dexter Family Resource Center, Territorial, Heritage	Grades K-8	3,740	Before school, after school, weekends, summer
Youth Education Services	Wellton	Yuma	4—Wellton, Mohawk, Dateland	Grades 3-12	225	After school, summer
Yuma Community Learning	Yuma	Yuma	NA*	Grades K-12	3,500	NA*

* Information not available.

APPENDIX D. PARKS & RECREATION DEPARTMENT PROGRAM SUMMARY TABLE

This table summarizes information provided by city and county parks and recreations programs that responded to a program survey issued by Children's Action Alliance in August 2000.

PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
After School Sports	Apache Junction	Parks & Recreation	School facilities	641 — Ages 9-11	Sept.— May; 2 times/week for 1 hour	$10 for total program; funded by the city
Summer Recreation Program	Avondale	Parks & Recreation	School facilities & community buildings	NA — Ages 6-18	June—July; Monday through Thursday	Varies from free to $60; funder NA
Summer Day Camp	Bisbee	Parks & Recreation	School facilities	180 — Ages 4-14	June 5 to August 5; Monday through Friday; 9 a.m.— 2 p.m.	$20 per 4-week session; funded by the city.
After School Program	Bullhead City	Parks & Recreation	Community buildings	150 — Ages 6 and up	Monday through Friday; 3-6 p.m.	Free; funded by the city
Camp Verde Summer Program	Camp Verde	Parks & Recreation	School Facilities	150— Ages Pre-school to 12	June 12 to July 14; Monday through Thursday; 8 a.m. to noon	$45 per child (parents may volunteer in lieu of payment); funded by the city

PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
Casa Grande After School Program	Casa Grande	Parks & Recreation; DES; Casa Grande Elementary School District; University of Arizona	School facilities	100 – Ages 5-12	Monday through Friday; 2 to 6 p.m.	$29 per week; funded by the city and state
Girls Basketball Camp	Eager	Parks & Recreation	School facilities	65 – Ages 9-13	June; Monday through Friday; Grades 4-6, 8:30 to 11:30 a.m.; Grades 7-12, 5 to 8 p.m.	$35 (includes T-shirt); funded by the city
"Help! I Need A Vacation" A Performing Arts day Camp	Eager	Parks & Recreation	School facilities	14 – Ages Pre-school to 12	July 24-28; Monday through Friday; 1.5 hours per day by age group.	$35 for preschool; $50 for grades K-2; $75 for grades 3-12. Funded by the city.
After School Program	Flagstaff	Parks & Recreation	School facilities	40 – Ages 5-12	Monday through Thursday, 3 to 5:30 p.m.; Friday, 1 to 5:30 p.m.	Free; funded by the city
Barrels of Fun (Drop-in)	Flagstaff	Parks & Recreation	School facilities	21– Ages 6-12	June 5 to August 11; Monday through Friday; 9 a.m. to 4 p.m.	Free; funded by the city

PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
Art and Ideas	Flagstaff	Parks & Recreation	School facilities	30 – Ages 7-12	June 31 to July 4 and August 7-11; Monday through Friday; 9 a.m. to 4 p.m.	$40 total; funded by the city
Biking to the Adventures of a Lifetime	Flagstaff	Parks & Recreation	Outdoors	23 – Ages 10-14	June 4 to August 25; Monday through Friday; 9 a.m. t0 4 p.m.	$45 per week; funded by the city
Rubbin' Elbows with Dinosaurs	Flagstaff	Parks & Recreation	School facilities	30 – Ages 5-13	June 26-30 and July 24-28; Monday through Friday; 9 a.m. to 4 p.m.	$40 per session per child; funded by the city
Kids Investigating and Discovering Science	Flagstaff	Parks & Recreation	School facilities	30 – Ages 6-12	June 19-23, June 26-30, and July 24-28; Monday through Friday, 9 a.m. to 4 p.m.	$40 per session per child; funded by the city
Jam-Packed Fun	Flagstaff	Parks & Recreation	Community center	23– Ages 5-12	June 4 to August 11; Monday through Friday; 9 a.m. to 4 p.m. OR 7:30 a.m. to 5:30 p.m.	$50 per week for 9 a.m. sessions and $65 per week for the 7:30 a.m. session; funded by the city

PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
From Sea to Shining Sea	Flagstaff	Parks & Recreation	School facilities	30 – Ages 5-12	July 3-7 and July 10-14; Monday through Friday; 9 a.m. to 4 p.m.	$40 per session per child; funded by the city
Summer Clubhouse 2000	Fountain Hills	Parks & Recreation with the Boys and Girls Club	Boys and Girls Club	85 – Ages 6-14	May 31 to July 21; Monday through Friday; 7 a.m. to 6 p.m.	$60 per week + Boys and Girls Club membership fee; funded by the city
Summer Teens	Gilbert	Parks & Recreation	School facilities (gym and outdoor)	35 – Ages 14-18	8 weeks in summer; Monday through Thursday; 2 hours per night	$50 total; funded by the city
Summer Playground	Gilbert	Parks & Recreation	School facilities	3,000 – Ages 5-12	8 weeks starting in June; Monday through Friday; 9 a.m. to noon and 1 p.m. to 4 p.m.	$25 per 2 weeks per session (two sessions each day); funded by the city and DES
T-ball and Softball	Gilbert	Parks & Recreation	School facilities (gym and outdoor)	1,300 – Ages 5-15	6 weeks in spring from April to May	$30 for T-ball; $36 for all others; funded by the city

PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
Wrestling Program	Gilbert	Parks & Recreation	School facilities (gym and outdoor)	171 – Ages 10-14	Monday through Thursday; 3 p.m. to 4:30 p.m. & holidays	$25-$28; funded by the city
Teen Scenes	Gilbert	Parks & Recreation with schools	School facilities (gym and outdoor)	40 – Ages 12-18	Monday through Friday; one hour per day after school	Free; funded by the city
Sports Program	Gilbert	Parks & Recreation with schools	School facilities (gym and outdoor)	90 – Ages 12-14	Monday through Thursday; 3 p.m. to 4:30 p.m.	$25 total; funded by the city
Summer Program	Gilbert	Parks & Recreation	School facilities (gym, etc.)	400 – Ages 5-12	Monday through Friday; 6:45 a.m. to 8:30 a.m. and 3 p.m. to 6 p.m.	$15 for a.m., $20 for p.m. and $25 for the whole day; funded by the city
Learn to Skate and Hockey	Glendale	Parks & Recreation	Polar Ice Rink	12 – Ages 3-15	2 hours per week for 8 weeks	$80 total; funded by the city
Music Time and Growing Young Musicians	Glendale	Parks & Recreation	Fire station	10 – Ages 2-4 (for music time), 4-8 (for Growing Young)	8 weeks beginning Sept. 30; one hour on Saturdays; 9 a.m. and 10:10 a.m.	$36 total; funded by the city
Summer Drop-in Recreation Sites	Glendale	Parks & Recreation	School facilities	1,380 – Ages 6-14	June 6 to July 27; Monday through Friday; 9 a.m. to 5 p.m.	Free; funded by the city

PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
Learn Karate!	Glendale	Parks & Recreation	Arizona Shotokan Karate	5 — Ages 5-12	1st session begins Sept. 12, 2nd session on October 17; four hours per week	$37 for ages 5-6, $47 for ages 7-12; funded by the city
Summer Fun Club	Kingman	Parks & Recreation	School facilities	40 — Ages 6-12	June 5-20 and July 10 to Aug. 4; Monday through Friday; 8 a.m. to noon	$65 per four weeks; funded by the city; self-supporting
Spring Break Club	Kingman	Parks & Recreation	Community center	8 — Ages 6-12	March 27-31; Monday through Friday; 8 a.m. to noon	$23 total; funded by the city; self-supporting
The Beagle Club	Kingman	Boys and Girls Club	Boys and Girls Club	120 — Ages 5-12	Monday through Friday; 1:30 to 5:30 p.m. (full school days)	Free; funded by the city and Mojave County Tobacco Use Prevention Program
Summer Arts and Recreation Youth Program	Lakeside	Parks & Recreation	Civic center	17 — Ages 6-12	June 26 to July 28; Monday through Friday; 9:45 a.m. to 2:30 p.m.	$40 per week; funded by the city

PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
Summer Recreation Program	Litchfield Park	Parks & Recreation	Recreation center and school facilities	40 – Ages 6-12	8 weeks starting in June; Monday through Friday; 6 a.m. to 6 p.m.	$85 per week; funded by the city
Ginger Bread	Parker	Parks & Recreation	Public facilities – park, swimming pool and studio	60 – Ages 6-13	Starts first week of June; Monday through Friday; 11 a.m. to 3 p.m.	$30 for 8 weeks; funded by the city
Summer Recreation Center	Payson	Parks & Recreation	School facilities	30 – Ages 9-16	June 12 to July 30; Monday through Friday; 8 a.m. to 4 p.m.	Free (drop-in); funded by the city
Peoria A.M./P.M. Recreation Program	Peoria	Parks & Recreation	School facilities	2,000 – Ages 5-12	Monday through Friday; 6:30 a.m. to 8:10 a.m. / 8:40 a.m. and school release to 6 p.m.	$20 per week for a.m.; $35 for p.m. & $44 for both; funded by the city and DES
P.E.Y.S.	Phoenix	Parks & Recreation and Libraries	School facilities	22,500 – Ages 5-14	Monday through Friday; 3 p.m. to 6 p.m.	Free; funded by the city
Pima County	Various	Parks & Recreation	School facilities, community centers, parks	3,488 – Ages 5-14	Monday through Friday; school dismissal to 6 p.m.	NA; funded by the city

PROGRAM NAME	CITY	WHO OPERATES	PROGRAM LOCATION	# SERVED & AGES	DAYS & HOURS OF OPERATION	FEES & FUNDER
Youth Sports Programs	Scottsdale	Parks & Recreation	School facilities, community centers, parks	1,500 – Ages 6-13	Monday through Friday; after school until 6 p.m.	Free; funded by the city
Kidzone	Tempe	Parks & Recreation	School facilities	2,500 – Ages 5-11	Monday through Friday; after school until 6 p.m.	$39 per week; funded by the city and DES
KidCO/MidCO	Tucson	Parks & Recreation	School facilities, community centers and parks	3,064 – Ages 5-19	Monday through Friday; after school until 6 p.m.	Free; funded by the city

APPENDIX E. SITE LIST OF BOYS AND GIRLS CLUBS OF ARIZONA

BOYS AND GIRLS CLUBS OF THE CASA GRANDE VALLEY, INC.
798 N. Picacho Ave.
Casa Grande, AZ 85222
520-876-5437
Matt Duran, Executive Director

BOYS AND GIRLS CLUBS OF THE COLORADO RIVER, INC.
2250 Highland Rd.
Bullhead City, AZ 86439
520-763-1411
Dave Heath, Executive Director

1975 Arie Ave.
Laughlin, AZ 89046
702-299-9223
Hannah Green, Unit Director

DAVIS MONTHAN YOUTH CENTER
6000 E. Quijota Blvd.
Davis-Monthan AFB, AZ 85707
520-228-8465
Marilynn Bujanda, Director

THE BOYS & GIRLS CLUB OF THE EAST VALLEY, INC.
Apache Junction Branch
1215 S. Winchester Rd.
Apache Junction, AZ 85217
480-982-6381
Bret Stilson, Unit Director

Compadre Branch and Teen Center
300 E. Chandler Ave.
Chandler, AZ 85225
480-899-8302
Michael Greene, Director

Gila River Branch – Komatka
51st Ave. & Pecos Rd, District 6
Gila River Indian Reservation
Tempe, AZ 85281
520-550-1113
Cecilia Figueroa, Unit Director

Gila River Branch – Sacaton
116 Holly
Sacaton, AZ 85247
520-562-3890
Cecilia Figueroa, Unit Director

Gilbert Branch & US West Teen Center
25 W. Washington
Gilbert, AZ 85234
480-813-2020
Steve Herrada, Unit Director

Grant Woods Branch & Teen Center
221 W. Sixth Ave.
Mesa, AZ 85201
480-844-0963
Robert Howard, Unit Director

Guadalupe Branch
8409 S. Avenida Del Yaqui
Guadalupe, AZ 85283
480-897-6247
Bernie Rhoades, Unit Director

Ladmo Branch – Tempe
715 W. 5th St.
Tempe, AZ 85281
480-966-6656
Michelle Duenas, Unit Director

FORT HUACHUCA YOUTH CENTER
Bldg. 49013 Cushing Ave.
Fort Huachuca, AZ 85623
520-533-3205
Richard Brown, Director

GLENDALE BOYS & GIRLS CLUB, INC.
5850 W. Northview
Glendale, AZ 85311
623-939-6952
Debby Parenti, Executive Director

BOYS & GIRLS CLUB OF KINGMAN, INC.
301 N. First St.
Kingman, AZ 86401
520-718-0033
Dean Koalska, Executive Director

LUKE AIR FORCE BASE YOUTH CENTER
7502 N. 137th Ave.
Luke Air Force Base, AZ 85039
623-856-6820
Sherry McClure, Executive Director

BOYS & GIRLS CLUB OF AHA MACAV, INC.
1603 Plantation Dr.
Mohave Valley, AZ 86440
520-346-2582
Karen Cabanillas, Executive Director

BOYS & GIRLS CLUB OF SANTA CRUZ COUNTY, INC.
590 N. Tyler Ave.
Nogales, AZ 85621
520-287-3733
Judith Borey, Executive Director

BOYS & GIRLS CLUB OF NORTHERN ARIZONA
Boys & Girls Club of Cottonwood
817 N. 2nd St.
Cottonwood, AZ 86326
520-639-3057
Tammy Catalano, Unit Director

Boys & Girls Club of Northern Arizona
2890 Southwest Dr.
Sedona, AZ 86336
520-282-7822
John Lupo, Unit Director

Village of Oak Creek Branch
55 Rojo Dr.
Sedona, AZ 86351
520-284-1350
Melissa Ellison, Branch Director

BOYS & GIRLS CLUBS OF METROPOLITAN PHOENIX
Harry & Sandy Rosenzweig Boys & Girls Club
2242 w. Missouri Ave.
Phoenix, AZ 85015
602-249-1338
Lemuel Carter, Branch Manager

Herbert M Kieckhefer Boys & Girls Club
548 W. Southern Ave.
Phoenix, AZ 85041
602-268-3486
Montrice Lasley-Shabete, Branch Manager

I.G. Homes Boys & Girls Club
1601 W. Sherman St.
Phoenix, AZ 85007
602-254-5814
Joan Salinas, Branch Manager

Louis & Elizabeth Sands Boys & Girls Club
4730 W. Grovers Ave.
Glendale, AZ 85308
602-375-0400
John Culbertson, Branch Manager

Peoria Boys & Girls Club
11820 N. 81st Ave.
Peoria, AZ 85345
623-979-3559
Dean Kinnoin, Branch Manager

Spencer D. and Mary Jane Stewart Boys & Girls Club
6629 W. Clarendon Ave.
Phoenix, AZ 85035
623-848-1022
Bill Shackelford, Branch Manager

Tolleson Boys & Girls Club
9521 W. Washington St.
Tolleson, AZ 85353
623-936-9020
Jef Heredia, Branch Manager

Tri-City West/Thomwood Boys & Girls Club
310 E. Western Ave.
Avondale, AZ 85323
623-932-1154
Charlotte Buchanan, Branch Manager

Warner A. Gabel Boys & Girls Club
1330 N. 15th St.
Phoenix, AZ 85006
602-252-7968
Travis King, Branch Manager

Boys & Girls Club of Central Yavapai, Inc.
8201 E. Loos Dr.
Prescott Valley, AZ 86314
520-759-3205
Vaughn Morris, Executive Director

Gila Valley Boys & Girls Club, Inc.
724 7th Ave.
Safford, AZ 85546
520-348-7922
Allison Stiles, Executive Director

Boys & Girls Clubs of Scottsdale
Fountain Hills Branch
17300 Calaveras
Fountain Hills, AZ 85268
480-836-0620
Rich Schultz, Branch Manager

Hartley & Ruth Barker Branch
2311 N. Miller Rd.
Scottsdale, AZ 85257
480-947-6331
Michael Tucker, Unit Director

Red Mountain Branch
11889 E. Glenrosa Dr.
Scottsdale, AZ 85256
480-947-1798
Sheri Randall, Branch Director

Rose Lane Branch
8250 E. Rose Lane
Scottsdale, AZ 85250
480-948-8020
Nicole Cundiff, Unit Director

Virginia G. Piper
10515 E. Lakeview Dr.
Scottsdale, AZ 85258
480-860-1601
Melissa Lerma, Unit Director

Boys & Girls Club of Sierra Vista, Inc.
128 A S 1st St.
Sierra Vista, AZ 85635
520-515-1511
Valerie Lancaster, Executive Director

Boys & Girls Club of Tucson
Boys & Girls Club of Tucson
5901 S. Santa Clara
Tucson, AZ 85706
520-573-3533
William Dawson, Sr, Executive Director

Holmes Tuttle Branch
2585 E. 36th St.
Tucson, AZ 85713
520-622-0694
John McDowell, Unit Director

Pasqua Yaqui Indian Reservation – Tucson
5010 W. Calle Torim
Tucson, AZ 85746
520-883-8172
Lynette Sol, Unit Director

Roy Drachman Branch
5901 S. Santa Clara
Tucson, AZ 85706
520-741-9947
Bill Dawson, Jr., Unit Director

Steve Daru Branch
1375 N. El Rio Dr.
Tucson, AZ 85745
520-792-0331
Adrian Rancier, Unit Director

BOYS & GIRLS CLUB OF YUMA, INC.
Boys & Girls Club of Yuma
1100 S. 13th Ave.
Yuma, AZ 85364
520-782-2509

Somerton Branch
215 N. Carlisle Ave.
Somerton, AZ 85350
520-627-7024
Steve Aguilar, Unit Director

MCAS YUMA YOUTH CENTER
MWR Box 99119
Yuma, AZ 85369
520-341-3659
Cindy May Wyant
Administrator

YUMA PROVING GROUND YOUTH CENTER
STEYP-FS-MWR-CYDS
Yuma, AZ 85365
520-328-2860
Deborah Carll, Youth Service Director

APPENDIX F. OREGON NEEDS ASSESSMENT SAMPLE SURVEY

SCHOOL NUMBER _____

SURVEY OF SCHOOL-AGE CHILD CARE NEEDS

Please answer each question as it best describes you and your family. There is no "right" answer. All information will be kept COMPLETELY CONFIDENTIAL.

I. CURRENT CHILD CARE.

1. Thinking just of your school-aged children, what grades are they in school this year?

Grades: _____ _____ _____ _____ _____ _____

Please circle the grade of your youngest child who attends school. We will ask questions about this child.

2. What kind of after-school child care do you use for your youngest school-aged child? Please check all the types of care that you use in a normal week.

Child stays:

(1) _____ At home with a parent.

(2) _____ At home with another adult. (Who? _____.)

(3) _____ At home with an older child. (How old is the other child? _____.)

(4) _____ At home alone or with younger brothers/sisters.

(5) _____ At a relative's house.

(6) _____ At a friend's house.

(7) _____ At a parent's workplace. (What kind of work? _____.)

(8) _____ In the home of a paid child care provider (a family day care home, or neighbor or sitter's home).

(9) _____ In a child care program (for example, at a day care center.)

(10) _____ At a meeting, lesson, class, team practice, recreation activity or something like that.

(11) _____ Other (Please describe: _____.)

3. What problems do you have with child care for your youngest school-aged child? (Check all that apply.)

(1) _____ Difficult to coordinate child care with my working hours (or school).
(2) _____ Trying to arrange transportation for my child from school.
(3) _____ The cost is too high, $ _____ per week.
(4) _____ I can't find child care that I like.
(5) _____ I worry about my child while I'm working.
(6) _____ Our problem is before-school care.
(7) _____ My child misses out on activities or time with friends.
(8) _____ Providing care when my child is sick.
(9) _____ It's a problem if I need to change my work hours or work overtime.
(10) _____ No problems experienced.
(11) _____ Comments? _____

3. The lack of good child care keeps me (or my spouse) from working as many hours as we would like.

(1) _____ No, false.
(2) _____ Yes, true.

II. CHILD CARE NEEDS

5. How often would you use supervised child care for your youngest school-aged child, if it were available? (Check one.)

(1) _____ Probably not at all.
(2) _____ Every school day.
(3) _____ Two to three times each week.
(4) _____ On an irregular basis.

6. If you used child care after school, what would be the latest time you would normally need such care? (Check one.)

(1) _____ No need.
(2) _____ 4:00 p.m.
(3) _____ 4:30 p.m.
(4) _____ 5:00 p.m.
(5) _____ 5:30 p.m.
(6) _____ 6:00 p.m. or later.

7. What is the earliest time you would need before-school child care?

(1) _____ No need.
(2) _____ 6 a.m. or earlier.
(3) _____ 6:30 a.m.
(4) _____ 7:00 a.m.
(5) _____ 7:30 a.m.

Would you be willing to spend up to $2 per hour for. . .

8. An AFTER-school program?

(1) _____ No.

(2) _____ Yes.

9. A BEFORE-school program?

(1) _____ No.
(2) _____ Yes.

COMMENTS on these costs?

_____

_____

_____

_____

III. EDUCATIONAL NEEDS.

Please answer –Yes or No—whether each of the following questions is true or not.
My youngest school-aged child needs to know more about:

10. _____ No _____ Yes How to deal with strangers at the door or on the phone.
11. _____ No _____ Yes What to do if there is a fire in the house.
12. _____ No _____ Yes Preparing food safely when alone.
13. _____ No _____ Yes Applying first aid.
14. _____ No _____ Yes Dealing with boredom or loneliness when alone.
15. _____ No _____ Yes Dealing with fear when alone.

16. If you were to receive information on the topics listed above, how would your family like to receive it? Please check the most preferred ways below: (Check one or more.)

(1) _____ A series of evening classes you would attend with your child(ren).
(2) _____ A Saturday workshop you attend with your child(ren).
(3) _____ A series of classes for your child, taught at school.
(4) _____ Written information you could use with your child.
(5) _____ Videotape program you could check out.
(6) _____ Other, please explain: _____

While age is not the only consideration for parents when leaving a child alone, what age do you think most children can stay by themselves. . .

17. . . . every day AFTER school? (Circle the age below.)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

18. . . . every day BEFORE school? (Circle the age below.)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

IV. FAMILY INFORMATION

19. Living in our household during the week are: (Check one.)

(1) _____ 1 parent
(2) _____ 1 parent and 1 or more other adults (grandparent, friend, etc.)
(3) _____ 2 parents (or stepparents)
(4) _____ 2 parents and 1 or more other adults.

20. How many adults in your household are currently employed at least 10 hours per week? (Check one.)

(1) _____ No adults
(2) _____ One adult
(3) _____ Two adults
(4) _____ Three or more adults

21. We live: (Check one.)

(1) _____ In town
(2) _____ Out of town, non-farm
(3) _____ Out of town, on a farm

THANK YOU! PLEASE HAVE YOUR CHILD RETURN THIS TO THE TEACHER.

Draft 3/6/89
Standard Version 3

STATEWIDE OFFICE

4001 North Third Street, Suite 160
(602) 266-0707
FAX: (602) 263-8792
Email: caa@azchildren.org
Web address: www.azchildren.org

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2850 North Swan Road, Suite 160
Tucson, AZ 85712
(520) 795-4199
FAX: (520) 319-2979
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